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ABSTRACT

This book examines the solutions that various members of the Organisation for Economic Cooperation and Development (OECD) nations have attempted to the question of whether schooling of immigrant and language minority children should be organized with the intention of assimilating them into the dominant culture, or whether their cultural and linguistic distinctiveness should be maintained. The study uses a comparative perspective, but does not move country-by-country. The countries considered, in western Europe, the United Kingdom, and the United States, share characteristics of a highly developed economy, a democratic political system, and the continuing presence of immigrant minority groups. Among the immigrant groups considered are those from Turkey, Africa, the former Yugoslavia, and Asia. The first chapter reviews the controversies surrounding the education of immigrant children, and the second chapter discusses immigration in OECD nations. Chapters 3 and 4 focus on the situation of language minority groups, and Chapter 5 discusses the languages and their maintenance. Chapters 6, 7, and 8 discuss some approaches that have been taken and describe some program models for educating immigrant children. Chapter 9 considers the policy implications of these practices and explores their success. (Contains 43 tables and 1,576 references.) (SLD)

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